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ABSTRACT

This report provides information on how federal funding is being used to reduce class size and to spur academic achievement in U.S. urban schools, focusing on the federal Class Size Reduction Program signed into law in 1998. Data from surveys of 40 members of the Council of the Great City Schools, a coalition of the U.S.'s largest urban public school systems, indicated the following: approximately 3,558 new teachers have been hired in these large school districts with new federal class size funding; about 7,762 new teachers have received professional development with new federal class size funding; all 40 districts hired new teachers with the federal class size funding; new urban teachers were hired for grades 1-3 in the critical shortage areas of literacy, mathematics, bilingual education, and special education; and the class size programs in responding urban districts have also leveraged state and local resources to reduce class size and improve teaching skills. This report includes descriptions of ways that some urban school districts are using the federal class size reduction funds to improve student achievement. Three appendixes offer Class Size Reduction survey results, Class Size Reduction Program PL 105-277, and the Class Size Reduction Program survey. (SM)

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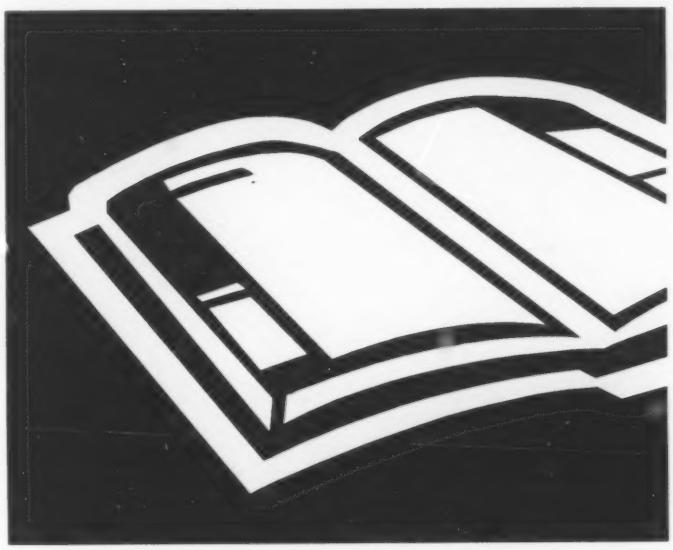

By the
Council of the Great City Schools

October, 1999

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EXECUTIVE SUMMARY

The Council of the Great City Schools, a coalition of the nation's largest urban public school systems, surveyed its membership to determine how they were using new federal funds that became available this school year to reduce class sizes. Some forty major city school systems with the nation's largest class sizes responded. Responses from the school systems indicated the following:

- Approximately 3,558 new teachers have been hired in 40 of the nation's largest school districts this fiscal year with new federal class size funding;

- Some 7,762 new teachers received professional development with new federal class size funding, as have 14,953 current teachers— or over 22,000 teachers receiving critical training on instructional practices and methods;

- About 90% of the new teachers hired in the 40 responding urban school districts were fully-certified despite the difficulty in finding qualified teachers;

- All 40 urban school districts responding to the survey (100%) hired new teachers with the federal class size funding; 75% provided professional development to new and current teachers to enhance teacher quality; 33% of the urban districts used funding for recruiting new teachers; and 10% used the federal funds to test new teachers to ensure that they met state standards;

- New urban teachers were hired for grades 1-3 in the critical shortage areas of literacy, mathematics, bilingual education and special education;

- Funding under the federal class size reduction program has been flexible enough to assist the responding urban school districts in their efforts to end social promotions, provide after-school instruction, and target aid to low-performing schools;

- Interesting programs include Philadelphia's innovative approach to recruit, train, and mentor beginning teachers, Columbus's effort to strengthen accountability and turn around low-performing schools, Boston's Transition Program to end social promotion, and Long Beach's internship program to prepare and certify emergency teachers hired through the state initiative;

- The class size program in the responding urban districts have also leveraged state and local resources to reduce class size and improve the quality of teacher skills;

- Continuation and expansion of the program will be critical for urban school efforts to accelerate achievement gains, ensure quality teaching, turn around low-performing schools, and recruit highly qualified instructors.

Reducing Class Size in America's Urban Schools

By the

COUNCIL OF THE GREAT CITY SCHOOLS

INTRODUCTION

Ensuring that every class and every student has a qualified teacher providing instruction to the highest standards is one of the stiffest challenges facing American public education. This goal is becoming harder and harder to meet in the nation's urban schools, however, as enrollments rise, facilities age, and pressure for smaller classes mounts. But the research is getting stronger all the time that reducing class size pays concrete and long lasting benefits, particularly for poor children. Reducing class size gives every student more of the teacher's time, and allows children more individualized attention to meet their learning challenges. This report was prepared to give policymakers a better idea about how federal funding is being used to reduce class sizes and to spur academic achievement in America's urban schools.

WHAT DOES THE RESEARCH SAY?

Many education critics view efforts to reduce the number of students in American classrooms as a waste of money, claiming that student performance does not improve appreciably in smaller classes. More and better studies over the last ten years, however, have shown that these claims are incorrect and that smaller class sizes can produce significant increases in student achievement and enhance parent and teacher satisfaction with the educational process.

The most definitive study linking achievement and smaller classes was Tennessee's Student Teacher Achievement Ratio, or Project STAR. The longitudinal Project STAR studied over 6,000 children from 1985 to 1989, during which time students progressed from kindergarten to fourth grade. Project students were placed in three types of classes: small (13-17 children), regular (22-25), and regular with a full-time teacher aide. While no advantage was found in larger classes having a teacher aide, students in the smaller classes demonstrated significantly higher achievement on both standardized and curriculum-based tests than either of the large classes. Higher achievement began in the first grade, and continued through second and third grades. The results of Project STAR also showed that **the greatest benefits of smaller classes were found in inner-city schools with the poorest students.** Follow-up studies on participants in Project STAR found that children who were originally enrolled in smaller classes continued to outperform students who had begun in larger classes well after the third grade.

Another well-known effort involved the "Class Size Reduction (CSR)" program in California. Enacted in the summer of 1996, the California program mandated that all 1st and 2nd graders learn in classes of no more than 20 students. Kindergartners and third graders also benefited, with over 90% participation in the 1999-2000 school year. While logistical concerns arose regarding the quickly formed program, a preliminary evaluation shows positive results after the first two years. Benefits for all students in CSR classes **and across-the-board achievement**

gains were found in the third grade--the only grade where it was possible to compare learners in CSR and non-CSR classes. Teachers in CSR classes also reported spending more time with problem readers and students with individual needs and less time on discipline. Another positive finding in California involved **higher satisfaction of parents and increased contentment with the education** system due to more regular contacts with teachers. To date, California has placed over 1.6 million students in reduced-size K-3 classes.

A quasi-experimental study is currently being performed on the "Student Achievement Guarantee in Education (SAGE) Program" in Wisconsin. SAGE, a five-year pilot program, is designed to increase the academic achievement of high poverty students by reducing the student-teacher ratio to 15:1 in kindergarten through third grade. Results from the 1997-1998 school year showed that first and second grade students in the small SAGE classes tested higher in math, reading, and language arts. The 1997-1998 results also showed that **African-American students in the smaller classes outperformed African-American students in larger classes**. Qualitative research from the SAGE Program also reported that teachers knew their students better in smaller classes, required less time for management and discipline, and had greater opportunities for individualized instruction. Similar results were found in 1996-1997--the first year of the program. Since SAGE also promotes a rigorous curriculum, ongoing professional development, and before-and after-school activities, the positive findings demonstrate the success that trained teachers can achieve in small classes and supportive surroundings.

CLASS-SIZE REDUCTION PROGRAM (PL 105-277, SECTION 307)

Signed into law on October 21, 1998, the federal Class-Size Reduction Program aims to bring some 100,000 new, qualified teachers to America's classrooms. The law provides federal funds to local education agencies (LEAs) to reduce class sizes to 18:1 in Grades 1-3. At least eighty-two percent (82%) of the federal funds were to be used to recruit, hire (including salaries and benefits), and train certified classroom teachers. Up to fifteen percent (15%) of an LEAs federal allocation can be used to test new teachers to meet State certification requirements and to provide professional development for existing teachers. No more than three percent (3%) of the funds could be used for administrative costs.

An important component of the Class-Size Reduction program is its emphasis on helping the neediest children. The formula allocates 80% of the program's resources based on poverty, consistent with the research showing that benefits are strongest among poor kids.

Federal funds for the first year (Fiscal Year 1999) of the Class-Size Reduction Program were set at $1.2 billion— with **almost $300 million dollars targeted to the neediest students in urban schools**. The initiative would allocate $12.4 billion over 7 years, reducing average class sizes in the early grades to 18 nationally, and meeting the goal of hiring 100,000 new teachers. The Clinton administration's request for the second year of the program, FY 2000, was $1.4 billion.

WHAT THE CLASS-SIZE REDUCTION PROGRAM IS DOING IN URBAN SCHOOLS

School districts across the nation received a total of $1.2 billion for the first year of the Class-Size Reduction program, $281 million of which was allocated to 54 Great City School districts— the largest and neediest urban schools in the nation. Forty (40) urban districts responded to this survey, where federal support was used to hire 3,558 new teachers, whose total salary and benefits equaled almost $168 million. The Class-Size Reduction program provided 1,074 new first grade teachers in urban schools, as well as 431 new second grade teachers, 465 new third grade teachers, and 481 new teachers in other grades.[1] The new teachers were hired to serve students in urban education's areas of greatest need, including literacy, mathematics, bilingual education and special education.

Figure 1
Total Number of New Teachers, Salaries and Benefits Provided with Federal Class Size Reduction Funds, by Grade in Urban Schools

	Grade One	Grade Two	Grade Three	Other	Total *
Teachers	1,074	431	465	481	3,558
Salary and Benefits	$45,004,094	$17,859,159	$20,366,595	$17,451,294	$167,788,761

*Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown

Current teachers are also benefiting from the Class-Size Reduction program, with over $10.2 million in new professional development services to 14,953 existing urban instructors. These teachers have received training to improve their current instructional practices, learn new technologies and information systems, and serve as mentors for new educators entering their schools. Ten school districts use the federal funds exclusively for the salaries and benefits of new teachers, using state and local funds for professional development and recruitment, showing a comprehensive and coordinated effort to provide more instructors in the early grades.

New Teachers

Of the 3,558 new urban teachers hired under the Class-Size Reduction program, only three districts employed instructors with emergency credentials, a total of only 404 teachers (11.4%). The remaining 3,154 new teachers, almost 90% of the total, have full certification. Cities were also able to combine federal resources with state aid. New York City, for instance, was able to supplement its state initiative by partially funding 788 teachers with federal money, bringing the number of classrooms affected by the program to well over 4,000.

In addition, some 7,700 new urban teachers are receiving professional development with

1. Since some respondents were only able to provide the total number of new teachers, and not a per-grade breakdown of new hires, individual grades do not sum to total.

Class-Size Reduction money. Almost $7.9 million are being spent training 2,075 new first grade teachers, 1,276 second grade teachers, 1,133 third grade teachers, and 1,485 new teachers from other grades.[2]

Figure 2
Number of Teachers Receiving Professional Development with Federal Class Size Reduction Funds, by Grade in Urban Schools

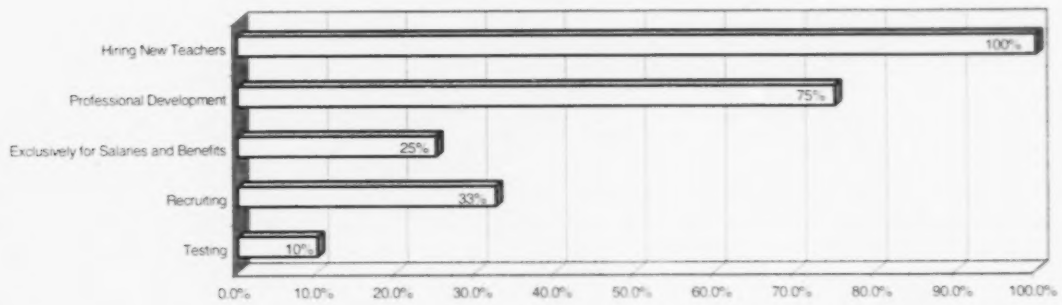
	Grade One	Grade Two	Grade Three	Other	Total *
New Teachers	2,075	1,276	1,133	1,485	7,762
Current Teachers	3,696	1,922	3,169	5,562	14,953

*Individual grades do not sum to total since some districts were unable to provide a per-grade breakdown

Current Teachers

The Class-Size Reduction program also assists existing educators, providing in-service training to 14,953 teachers already in the classroom. Over $10.2 million in federal CSR funds have been spent in urban schools improving the instructional practices of 3,696 first grade teachers, 1,922 second grade teachers, 3,169 third grade teachers, and 5,562 teachers from other grades.[2] In all, almost $32 million of first-year Class-Size Reduction funds have been used to provide professional development to 22,255 new and current teachers in the nation's urban schools.[3]

Figure 3
Usage of Federal Class Size Reduction Funds, by Percentage of Urban Districts



2. Since some respondents were only able to provide the total number of new teachers or current teachers receiving professional development, and not a per-grade breakdown, individual grades do not sum to total.

3. Certain districts were only able to provide the total amount of federal funds spent on professional development, and not the amount spent exclusively for new or current teachers. The amount spent on professional development for new teachers (approximately $7.9 million) and the amount spent on current teachers (approximately $10.2 million) do not sum to the actual total amount spent on all professional development (approximately $32 million).

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Recruiting

Funding under the Class-Size Reduction program can also be used to recruit new teachers and to test them on compliance with state standards. Just over $2.1 million in CSR funds has been spent by urban schools on recruiting costs, including $146,134 on advertising, $133,503 on travel, and $75,000 on hiring bonuses. The most popular recruitment tools have included attractive hiring packages (such as moving expenses, paying college tuition, etc.) on which school districts spent $761,800. Some $372,594 was spent on other activities, including the creation of staff recruitment positions and induction programs for potential hires.

DESCRIPTIONS OF FEDERAL CLASS-SIZE REDUCTION PROGRAMS IN THE GREAT CITY SCHOOLS

The Class-Size Reduction program is flexible enough to allow urban school districts to meet their very different needs and challenges, but focused enough to ensure that the important goal of hiring qualified teachers is met. The following is a description of the ways some urban school districts are using the federal class size reduction funds to improve student achievement.

Atlanta

With federal Class-Size Reduction funds, the Atlanta Public Schools have hired 58 new teachers, who are now working in 41 low-performing schools in high poverty areas throughout the city. The federal funds support schools implementing the "Success for All" program and supplement the state-funded class-size reduction program, "Georgia Special Instructional Assistance," and other reform efforts. Expansion of the program would enable the Atlanta Public Schools to reduce class sizes in a larger number of low-performing schools.

Birmingham

The Birmingham Public Schools have hired 7 new teachers for Grade Two and 16 new teachers for Grade Three, employing them in schools under "Academic Alert". Birmingham used its federal class-size reduction funds to ensure that all students are reading on grade level by the end of Grade 3. Both new and current teachers receive training with the federal funds. Future efforts will include expanding locations from which top teachers are recruited, providing targeted professional development in high need areas, offering stipends for mentor teachers to assist new hires, and focusing on recruitment and hiring of special education teachers.

Boston

The Boston Public Schools hired 38 new instructors with the federal Class Size Reduction funds, supplementing its "Transition Program." An alternative to retaining students who are not ready to advance to the next grade, the Transition Program serves Boston's desire to reduce class size as well as end social promotion. The 15 month program provides a small learning environment, well-trained teachers, and intensive classes: giving low-performing students a chance to master the material they missed, learn the material from their intended grade level,

"Each participating school must select a research-based literacy program, and receives technical assistance and professional development in its implementation."

and at the program's conclusion, rejoin their peers back on schedule. The Transition Program, which is one part of a comprehensive literacy and math initiative, is funded mostly through local funds, but also receives support from Reading Excellence, Title I, Eisenhower grants, IDEA, and other external funds.

The building blocks of the Transition Program involve smaller class sizes in Grades 1-3, providing extra instructional services for students in transitional grades, and providing after-school and Saturday classes to tutor students in small groups. Instructors hired through the program are literacy/math specialists, who teach third grade for two-thirds of the school day, coach other teachers for the remaining third, and work extended hours each day to tutor students after school. Specialists working in early learning centers focus on the first grade.

Broward County

The Broward County Public Schools used its federal Class Size Reduction money to hire 74 new first grade teachers in 51 elementary schools throughout the district. The elementary schools were selected based upon test results on the Florida Comprehensive Achievement Test (FCAT) and their actual class size in the 1998-1999 school year. The district also uses Title I funds to reduce class sizes in an additional 58 elementary schools. Further support would ensure that all schools have the opportunity to participate and achieve.

Columbus

The number one goal of the Columbus Public Schools is to ensure that all students can read at or above grade level by the third grade. The federal Class-Size Reduction grant complements the district's reform efforts to achieve this goal. Funds were used to hire 58 teachers in 13 Title I elementary schools, further extending the district's smaller learning community philosophy. The Columbus program supplements a state effort to reduce class sizes in all kindergartens. The additional federally-supported teachers provide small class sizes of 15:1 in grades one through three, reducing the number of students per teacher by an average of 10.

"These funds allow the District to provide a smaller learning environment in our highest need schools, which will serve to facilitate language and communication skill development— the basis of all learning."

-Columbus Public Schools

Denver

In Colorado, the Denver Public Schools are using Class-Size Reduction money to fund its "Primary Lead Teacher Project", hiring 12 new teachers who attended training this past summer, and will continue to attend training twice a month this fall. Their responsibilities include group work and 2.5 hours each day with children in programs such as "Reading Recovery", "Descubriendo La Lectura", and "Success in Early Reading." The Primary Lead Teachers work regularly with small groups of students, taking children from large classes during literacy instruction periods and providing more individualized instruction.

The remainder of the day for Primary Lead Teachers is used for staff development, planning and organizing, conducting demonstration lessons, and co-teaching in primary grade classrooms. Primary Lead Teachers also mentor new teachers, and provide release time for veteran teachers to work with their less-experienced colleagues. Primary Lead Teachers also gather as-

sessment data, and help other classroom teachers (10 to 15 teachers a week) use the results to guide instruction.

Des Moines

In Des Moines, federal Class-Size Reduction funds are being used to increase the number of all-day kindergarten classes from 27 to 49. Over 83% of the elementary schools in Des Moines now provide all-day kindergarten, at 35 locations. In addition to providing smaller

"The federal class size funds supplement allocations and a determined effort from the state and local level, which provide standardized district-wide diagnostic assessment, reporting to parents, instructional materials, and professional development."

-Des Moines Public Schools

classes in kindergarten, the Des Moines Public Schools are using federal funds to lower class sizes in grades one through three, establish more classes, and provide team teaching and student assessments—consistent with the "District Improvement Plan". The federal funds have supplemented state and local efforts by hiring 24 new kindergarten teachers, 3 new first grade teachers, and one new teacher in both second and third grade.

Long Beach

California was one of the first large states to initiate its own class-size reduction program, allowing Long Beach a waiver from the U.S. Department of Education to use federal class size funds to improve teacher quality or reduce class size in other grades. The waiver granted to Long Beach Unified School District (LBUSD) permitted the district to hire 15 new teachers for the ninth grade, as well strengthen the teachers they have already hired, through internships and programs to help teachers achieve full certification. LBUSD uses federal CSR funds to support five internship programs to prepare and certify emergency teachers hired to meet state requirements to reduce all early-grade class sizes below 20 students. The internships lead to a Multiple Subject Credential, with courses being offered on school district campuses and incorporating LBUSD content standards. In addition, all interns perform at least 30 hours of classroom instruction in support of the State's reading initiative, while under the observation of a mentor teacher. Interns have a university advisor, as well as a New Teacher Coordinator and a New Teacher Support Provider, both of whom meet regularly with the intern, giving feedback after observing teaching sessions. Federal Class-Size Reduction funds help reimburse emergency-permit teachers receiving grades of "B" or better for the cost of tuition, textbooks, and related fees. The federal funds also provide materials and stipends to the New Teacher Support Providers for their coaching.

Miami-Dade County

In Miami, there are 207 new teachers participating in professional development activities supported with federal Class-Size Reduction funds designed to improve classroom instruction. There are 62 new teachers in the first grade, 76 new teachers in the second grade, and 69

new teachers in third grade. They attend professional development activities along with an equal number of current teachers (207), participating in core courses which include Effective Tutoring Techniques, Classroom Management Practices, The Use of Data Analysis of Student Performance, and Co-teaching Methods. Class-Size Reduction funds are also used to supplement the district's Comprehensive Reading Plan by pairing new teachers with veteran teachers. This allows instruction to be delivered in classes with fewer than 18 students.

Milwaukee

Like other Great City School districts, Milwaukee uses its federal class size reduction funds to focus on reading and literacy challenges. In this effort, Milwaukee has hired 89 new first grade teachers, as well as 7 new second grade teachers and 1 new third grade teacher. Teacher training, for both new and veteran instructors, includes attending Title I Literacy Conferences and workshops on How to Teach Reading/Language Arts and Working with Struggling Readers. The district is involved in a variety of reading reform efforts, including Target Teach, SAGE, Let's Read Milwaukee, Community Learning Centers, and Goals 2000. Class-Size Reduction works in conjunction with these programs. Federal funding in support of the teachers is also coordinated with Title VI and Title I, and with reading, language arts, and with early childhood curriculum specialists. Class Size Reduction Subcommittees, composed of teachers, parents, school and central office staff, were also formed in Milwaukee, to ensure successful program implementation. Continued funding would allow Milwaukee to expand its efforts to hire more bilingual teachers for grades 1-3.

New Orleans

Over one hundred new teachers (109) were hired by the New Orleans Public Schools with federal Class-Size Reduction funds, and placed in twenty-six locations—mostly schools requiring Title I improvement plans. This addition to the teaching corps brings the total number of instructors in Grades 1-3 to 370 in New Orleans, and makes 1 teacher available for every 18 students. Intensive professional development is provided to these teachers with the federal

"Intense professional development will be provided to meet the teachers' needs, and to help them meet the students' needs."

-New Orleans Parish School District

funds. In addition, a team of highly trained individuals—mentors, consultants, and teacher liaisons—provide on-going support. Services include informal observations; diagnostic video taping and analysis; instructional demonstrations; curriculum and pedagogy skills development; before, during and after-school consultation and team meetings, and specialized training institutes based on student needs assessments. The designated schools use their Title II allocations to provide professional development in math, science, and reading—activities which are tailored to meet each school's specific needs.

New York City

Funding from the federal CSR program, along with State funding, is allocated to New

York City's 32 Community School Districts and to the Chancellor's District. All districts were instructed to distribute funds to hire teachers to reduce class size or implement alternative models to provide smaller group instruction. Alternative models were to be used where additional space was not available for more classrooms. In order to supplement the already-existing State program, New York City was granted a waiver to use Federal funds in kindergarten, in addition to grades one through three. New York City uses its federal allocations to fund the full salaries of 808 new teachers, while partially-funding the salaries of an additional 788 new early grade teachers that were not covered by the State program. Approximately $9 million in Federal funds are used for the professional development of over 1,500 new teachers, as well as in-service training for current teachers. The participation rate of current teachers in the federal program was unavailable, but all 80,000 teachers in the New York City schools are eligible. Funds are also used to set up district centers for instructional development, to expand early childhood and elementary education coordination, and provide early childhood professional development. New York City expects to reduce class size for approximately 90,000 students, or 27% of the K-3 enrollment.

Norfolk

Norfolk Public Schools used federal Class-Size Reduction funds to hire one additional teacher at each grade level in grades one, two, and three at nine high-poverty schools in the district— a total of 27 new teachers in the early grades. The new teachers were matched with experienced teachers to form instructional teams responsible for all students in each class. Together they develop a team teaching model that best suits their instructional styles and the needs of their students. Several teaching models were presented for consideration by the teams at a professional development conference held prior to the opening of school. In subsequent workshops, teachers will be supported in their team efforts and trained in best instructional practices, including the latest brain research about how children learn. The teams plan lessons and resolve problems together, and experienced teachers model practices they have found to be the most effective.

"The new teachers hired were matched with experienced teachers to form instructional teams... Together they decide on a team teaching model that best suits their instructional styles and the needs of their students.

Oklahoma City

The Oklahoma City Public Schools spent the majority of their Class-Size Reduction funds on hiring 41 new teachers in low-performing and/or high poverty schools, including 11 new first grade teachers, 10 second grade teachers, and 20 third grade teachers. Professional development activities, as well as on-the-job support, are provided for these teachers to learn how to utilize lower class sizes to teach children more effectively. Professional development activities and in-service support are provided by teacher consultants—veteran teachers from the district who have special training as professional development trainers and mentors, and who are

"Class-Size Reduction funds are supplementing our reform efforts in establishing choice schools, and our implementation of effective school programs."

resident teachers in the Oklahoma City Public Schools. The district expects that Class-Size Reduction funds will increase student achievement, provide more individualized attention for students, reduce discipline problems, increase instructional time for reading and math, and increase teacher flexibility. The federal funds supplement other state and local funds. Where space is not available to establish new classes, the newly-hired teachers are teamed with other instructors to co-teach, ensuring that the benefits of small class size and increased contact are maintained with small instructional groups. These teachers will receive special training and assistance from teacher consultants in effective co-teaching strategies.

Omaha

Omaha Public Schools used the federal class size funds to hire 30 new teachers— 9 teachers in both first and second grade, and 12 teachers in third grade. All new teachers hired in Omaha with Class-Size Reduction funds are assigned to a veteran mentor teacher, with whom they must meet regularly. In addition to the typical training provided to new teachers before they enter the classroom, Omaha also provides professional development throughout the school year. Monthly sessions include workshops in Behavior Management Training, Classroom Management, Use of Assessment Data, Teaching For Mastery, and Effective Practices. At the conclusion of the first year, new teachers must meet with their mentors to discuss progress and next steps.

Philadelphia

The Philadelphia School District has designed an innovative approach to class size reduction to overcome two major obstacles—a shortage of space for additional classrooms and the difficulty in hiring certified teachers. The district has hired 288 new teachers, 34 of which have full certification. This alternative certification approach involves hiring recent college graduates who are intensely trained in early literacy development and partnered with veteran teachers, who will also receive intensive professional development. These "Literacy Interns", the remaining 254 new teachers, undergo a rigorous professional development program de-

"Philadelphia has focused on students in kindergarten and first grade, using federal funds to accompany their Early Literacy Framework. Funds for the second year...would afford the opportunity for more high poverty kindergarten and first grade classes to participate."

-Philadelphia Public School District

signed by the district. Pairing new teachers with veteran partners, the teams will be teaching in self-contained, reduced-size classrooms, delivering research-based literacy instruction in kindergarten and first grade. The professional development will include a nine-day Summer Institute

on balanced approaches to literacy development, a two-week practicum where the Literacy Interns will work with students in a classroom staffed with an experienced teacher, a seminar with adjunct faculty drawn from local colleges and universities during the 1999-2000 school year, and Mentoring Workshops throughout the year. Philadelphia received a waiver from distributing funds solely to Grades 1-3, due to its continued efforts to provide a rigorous kindergarten experience in early literacy. Consequently, Philadelphia has focused its federal funds on the district's Early Literacy Framework for kindergarten and first grade students. Funds for the second year of the Class-Size Reduction program will allow more high poverty kindergarten and first grade classes to participate.

Salt Lake City

The Salt Lake City School District has directed its federal Class-Size Reduction funds to schools with the largest population of at-risk students, hiring 20 new teachers, including 7 new first grade teachers, and 11 new ESL and literacy specialists. Federal money is used to staff the district-wide literacy initiative, including improved instruction for English Language Learners. Plans for using the Class-Size Reduction funding emerged from site-based decision-making sessions, and included plans for additional regular classroom teachers, teachers for multi-age ESL classes in the primary grades, literacy specialists, and additional part-time teachers to reduce class sizes for reading/language arts.

Tucson

Tucson has been using its own funds to pay for recruiting costs and the professional development of current teachers, focusing federal Class-Size Reduction funds on the salaries, benefits, and training of 52 new teachers in Grades 1-3. Federal funds are used to hire additional teachers to implement the district's priorities on school-wide improvements, literacy, achievement gaps, and student performance in schools below the 40th percentile.

Summary of Class-Size Reduction Efforts in the Great City Schools

The following figures represent aid that the Federal Class-Size Reduction funds have provided for the Great City Schools.

Class-Size Reduction funds directed to urban schools:	$281 million
Number of new teachers hired:	3,558
Cost of new salaries and benefits:	$168 million
Number of new teachers receiving professional development:	7,762
Number of current teachers receiving professional development:	14,953
Cost of professional development for all teachers:	$31.8 million
Recruiting costs:	$2.1 million
Testing costs:	$3.9 million
Areas of greatest need:	Literacy Mathematics Bilingual education Special education

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APPENDIX A
CLASS-SIZE REDUCTION SURVEY RESULTS

Council of the Great City Schools "Class-Size Reduction" Survey Results

School District	Federal Class Size Allocation	# of New Teachers	Total Salary and Benefits	# of Current Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs	Total Testing Costs	Area of Greatest Need
Anchorage	$1,845,702	40	$1,479,386	0	$86,105	$0	$0	Reading
Atlanta	$3,110,313	58	$3,110,313	0	$0	$0	$0	Reading/Math
Birmingham	$1,562,510	23	$810,195	55	$25,000	$38,000	$0	Reading/Math
Boston	$3,545,000	38	$2,670,420	304	$633,225	$0	$0	Literacy
Broward County	$4,132,500	74	$4,015,977	0	$0	$0	$0	Early Literacy
Cleveland	$4,981,000	82	$4,981,000	0	$0	$0	$0	Grade 1
Columbus	$3,037,137	58	$3,037,137	0	$0	$0	$0	Reading
Dallas	$5,171,868	75	$3,216,300	600	$775,780	$208,634	$75,000	
Denver	$2,583,983	12	$731,232	300	$1,826,267	$0	$0	
Des Moines	$854,694	29	$820,794	0	$0	$0	$0	Reading/Basic Skills
Detroit	$13,315,320	240	$12,591,360	0	$581,200	$0	$0	Reading/Math
El Paso	$1,700,000	51	$1,683,000	315	$17,000	$0	$0	Bilingual
Fort Worth	$2,513,796	58	$2,320,000	0	$52,688	$0	$0	
Houston	$8,379,760	167	$7,017,211	167	$143,440	$0	$0	Reading
Indianapolis	$2,649,205	32	$1,154,148	0	$0	$0	$0	
Jefferson County	$2,779,119	92	$2,734,700	0	$0	$0	$0	
Long Beach	$2,700,000	15	$727,000	1,518	$1,892,000	$0	$0	English/Math
Los Angeles	$26,300,000	203	$8,657,179	9,482	$7,800,000	$700,000	$3,800,000	Special Education/Math/English
Memphis	$3,861,000	76	$3,388,916	0	$240,000	$116,254	$0	
Mesa	$1,119,873	32	$1,119,873	0	$0	$0	$0	Reading
Miami-Dade	$10,718,155	207	$8,439,100	207	$1,546,658	$77,250	$0	
Milwaukee	$6,218,480	97	$5,491,406	300	$727,074	$0	$0	Reading
Nashville	$1,811,871	33	$1,496,748	NA	$272,001	$0	$0	
New Orleans	$4,520,913	108.5	$3,662,619	217	$581,289	$96,800	$8,138	Sp.Ed/Math/Science
New York City	$61,190,120	808	$50,400,000	NA	$0,000,000	$0	$0	

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School District	Federal Class Size Allocation	# of New Teachers	Total Salary and Benefits	# of Current Teachers Receiving Professional Development	Total Professional Development Costs for All Teachers	Total Recruiting Costs	Total Testing Costs	Area of Greatest Nee
Norfolk	$1,393,861	27	$1,257,000	162	$74,407	$47,816	$14,500	Elementary High Poverty S
Oklahoma City	$1,482,261	41	$1,327,990	0	$146,701	$0	$0	High Poverty
Omaha	$1,508,098	30	$910,410	464	$226,214	$326,231	$0	
Orange County	$2,550,276	72	$2,438,064	0	$0	$26,281	$0	At-risk
Philadelphia	$12,795,416	288	$10,484,250	254	$1,919,000	$325,000	$0	Special Ed/Bilingual Ed./Mat
Pittsburgh	$2,365,675	42	$1,444,160	0	$300,000	$0	$0	Sp.Ed/Library Services/Forei
Richmond	$1,200,000	25	$1,211,600	0	$0	$0	$0	Special Ed./Mathemati
Rochester	$2,376,000	41	$1,675,159	0	$462,791	$15,000	$0	Elementary Educatio
Sacramento	$1,900,000	31	$1,200,000	425	$700,000	$0	$0	Reading/Math
Salt Lake City	$661,092	20	$634,269	85	$13,607	$0	$0	ESL/Literacy
San Antonio	$2,886,204	46	$2,300,000	18	$432,931	$66,687	$0	Reading/Math
San Diego	$3,868,104	63	$2,800,507	0	$1,067,597	$0	$0	Literacy
San Francisco	$1,606,764	37	$1,574,629	80	$32,135	$0	$0	Math/Literacy
Seattle	$1,560,686	34	$1,273,000	0	$215,000	$100,000	$0	
Tucson	$1,604,269	52	$1,501,708	0	$54,433	$0	$0	
TOTALS[1]	$220,361,025	3,558	$167,788,761	14,953	$31,844,543	$2,143,953	$3,897,638	

n= 40

1. Total Salaries and Benefits, Professional Development Costs, Recruiting Costs, and Testing Costs do not sum to total Federal Class Size Allocation. At the time of this survey, some districts were unable to determine exactly how *all* of its federal allocation would be used, and therefore only reported the funds which had already been budgeted or spent.

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Council of the Great City Schools "Class-Size Reduction" Survey Results-- NEW TEACHERS

	# of New Teachers					New Salaries and Benefits				
hool District	Grade One	Grade Two	Grade Three	Other	Total	Grade One	Grade Two	Grade Three	Other	Total
horage	40				40	$1,479,386				$1,479,386
nta		9	49		58	$0	$482,634	$2,627,679		$3,110,313
mingham		7	16		23		$115,742	$694,453		$810,195
ton					38					$2,670,420
ward County	74				74	$4,015,977				$4,015,977
veland	82				82	$4,981,000				$4,981,000
umbus	16	20	22		58	$864,000	$1,080,000	$1,093,137		$3,037,137
las	75				75					$3,216,300
ver	4	4	4		12	$243,744	$243,744	$243,744		$731,232
Moines	3	1	1	24	29	$70,283	$33,910	$31,222	$685,380	$820,794
roit	80	80	80		240	$4,197,120	$4,197,120	$4,197,120		$12,591,360
aso	18	17	16		51	$594,000	$561,000	$528,000		$1,683,000
t Worth	27	16	15		58	$1,080,000	$640,000	$600,000		$2,320,000
uston	127	13	27		167	$5,336,442	$546,250	$1,134,519		$7,017,211
ianapolis	4	19	8	1	32	$156,447	$632,596	$327,683	$37,422	$1,154,148
erson County					92					$2,734,700
g Beach				15	15				$727,000	$727,000
Angeles				203	203				$8,657,179	$8,657,179
mphis	30	28	18		76	$1,337,730	$1,248,548	$802,638		$3,388,916
sa	9	6	3	14	32	$314,964	$209,976	$104,993	$489,940	$1,119,873
mi-Dade	62	76	69		207	$2,527,653	$3,098,414	$2,813,033		$8,439,100
waukee	89	7	1		97	$5,114,516	$296,029	$80,861		$5,491,406
hville	11	5	17		33	$498,916	$226,780	$771,052		$1,496,748
w Orleans	40	37	32		109	$1,345,127	$1,251,784	$1,065,708		$3,662,619
w York City	NA	NA	NA	NA	808	NA	NA	NA	NA	$50,400,000
rfolk	9	9	9		27	$419,000	$419,000	$419,000		$1,257,000
lahoma City	11	10	20		41	$356,290	$323,900	$647,800		$1,327,990
aha	9	9	12		30	$273,123	$273,123	$364,164		$910,410
nge County					72					$2,438,064

	# of New Teachers						New Salaries and Benefits				
ıool District	Grade One	Grade Two	Grade Three	Other	Total		Grade One	Grade Two	Grade Three	Other	Total
ladelphia	144			144	288		$5,192,250			$5,292,000	$10,484,250
sburgh	10	20	12		42		$361,792	$610,048	$472,320		$1,444,160
hmond	7	6	12		25		$350,000	$300,000	$561,600		$1,211,600
:hester	13	14	13	1	41		$531,152	$571,998	$531,152	$40,857	$1,675,159
ramento				31	31					$1,200,000	$1,200,000
Lake City	7	1	1	11	20		$269,009	$5,620	$38,124	$321,516	$634,269
Antonio	46				46		$2,300,000				$2,300,000
Diego					63						$2,800,507
Francisco				37	37						$1,574,629
ttle					34						$1,273,000
:son	27	17	8		52		$794,173	$490,943	$216,593		$1,501,708
TALS[1]	1,074	431	465	481	3,558	0	$45,004,094	$17,859,159	$20,366,595	$17,451,294	$167,788,761

n= 40

Since some respondents were only able to provide the total number of new teachers, and not a per-grade breakdown, individual grades do not sum to total.

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Council of the Great City Schools "Class-Size Reduction" Survey Results-- PROFESSIONAL DEVELOPMENT

	New Teachers						Current Teachers						All Teachers	
hool strict	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Total Number	Total Cost
horage	40				40	$86,105							40	$86,105
mingham		7	16		23		7	10	11	27	55		78	$25,000
ton					38						304		342	$633,225
las	75				75		200	200	200		600		675	$775,780
nver					60	$84,000					300	$1,742,267	360	$1,826,267
troit	80	80	80		240	$581,200					-		240	$581,200
Paso	18	17	16		51		125	105	85		315		366	$17,000
t Worth	27	16	15		58	$52,688					-		58	$52,688
uston	127	13	27		167	$71,720	127	13	27		167	$71,720	334	$143,440
g Beach				15	15					1,518	1,518		1,533	$1,892,000
Angeles	1,137	852	697	1,083	3,769	$1,560,000	2,653	1,141	2,440	3,248	9,482	$6,240,000	13,251	$7,800,000
mphis	30	28	18		76	$240,000					-		76	$240,000
mi-Dade	62	76	69		207	$773,329	62	76	69		207	$773,279	414	$1,546,658
waukee	89	7	1		97	$363,537	100	100	100		300	$363,537	397	$727,074
hville	11	5	17		33	$24,038						$247,963	33	$272,001
w Orleans	80	74	63		217	$422,098	80	74	63		217	$159,191	434	$581,289
w York City					1,598								1,598	$9,000,000
rfolk	9	9	9		27	$44,600	9	9	9	135	162	$29,807	189	$74,407
lahoma City	21	18	20	169	228	$146,701					-		228	$146,701
aha	41	29	52		122		157	168	139		464		586	$226,214
ladelphia	144			144	288	$1,419,000	125			129	254	$500,000	542	$1,919,000
sburgh	16	14	12		42	$300,000					-		42	$300,000
hester	13	14	13	1	41	$462,791					-		41	$462,791
ramento				31	31					425	425		456	$700,000
Lake City				5	5	$5,471	33	26	26		85	$8,136	90	$13,607
Antonio	28				28		18				18		46	$432,931
Diego					63	$1,067,597					-		63	$1,067,597

	New Teachers						Current Teachers						All Teachers	
ıool strict	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Grade One	Grade Two	Grade Three	Other	Total Number	Total Cost	Total Number	Total Cost
Francisco				37	37					80	80		117	$32,135
ttle					34	$130,000					-	$85,000	34	$215,000
son	27	17	8		52	$54,433					-		52	$54,433
TALS[1]	2,075	1,276	1,133	1,485	7,762	$7,889,308	3,696	1,922	3,169	5,562	14,953	$10,220,900	22,255	$31,844,543

n= 30

Since some respondents were only able to provide the total number of new teachers, and not a per-grade breakdown, individual grades do not sum to total. tain respondents were also only able to provide the total amount spent on professional development, so the individual breakdown for new or current teachers not sum to the total spent on professional development.

Council of the Great City Schools "Class-Size Reduction" Survey Results- RECRUITING

:hool District	Total	Advertising	Travel	Bonuses	Packages	Other	Description of Other
rmingham	$38,000	$30,500	$7,500				
allas	$208,634	$38,634	$20,000	$75,000	$75,000		
ıs Angeles	$700,000	$50,000	$50,000		$600,000		
emphis [1]	$116,254	$15,000	$32,000				
iami-Dade	$77,250						
ew Orleans	$96,800	$3,500	$6,500		$86,800		
orfolk	$47,816	$1,000	$2,000			$44,816	Staff/Induction Program
maha	$326,231						Recruitment/training
range County	$26,281	$8,000	$15,503			$2,778	Postage/supplies
ıiladelphia	$325,000					$325,000	Recruitment staff
ɔchester	$15,000						
ın Antonio	$66,687						
attle	$100,000						
OTALS	$2,143,953	$146,634	$133,503	$75,000	$761,800	$372,594	

n= 13

Memphis has allocated $116,254 for recruitment, but had only spent $47,000 at the time of the survey.

APPENDIX B
CLASS SIZE REDUCTION PROGRAM
PL 105-277

Class Size Reduction Program
PL 105-277

SEC. 307. (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education -

1. shall make available a total of $6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and
2. shall allocate the remainder by providing each State the greater of the amount the State would receive if a total of $1,124,620 were allocated under section 1122 of the Elementary and Secondary Education Act of 1965 of under section 2202(b) of the Act for fiscal year 1998, except that such allocations shall be ratably increased or decreased as my be necessary.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which -

1. 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children, aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673 (2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data is available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and
2. 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies;

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new teacher in that agency, the State shall not make the award unless the local educational agency agrees to form a consortium with not less than 1 other local educational agency for the purpose of reducing class size.

(c)(1) Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with highly qualified teachers to improve educational achievement for both regular and special-needs children, with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction most effective.

(2)(A) Each such local educational agency may pursue the goal of reducing class size through-

1. recruiting, hiring, and training certified regular and special education teachers and teachers of special-needs children, including teachers certified through State and local alternative routes;
2. testing new teachers for academic content knowledge, and to meet State certification requirements that are consistent with title II of the Higher Education Act

of 1965; and

3. providing professional development to teachers, including special education teachers and teachers of special-needs children, consistent with title II of the Higher Education Act of 1965.

2. A local educational agency may use not more than a total of 15 percent of the award received under this section for activities described in clauses (ii) and (iii) of subparagraph (A).
3. A local educational agency that has already reduced class size in the early grades to 18 or less children may use funds received under this section -
   1. to make further class-size reductions in grades 1 through 3;
   2. to reduce class size in kindergarten or other grades; or
   3. to carry out activities to improve teacher quality, including professional development.

1. Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.
2. No funds made available under this section may be used to increase the salaries or provide benefits, other than participation in professional development and enrichment programs, to teachers who are, or have been, employed by the local educational agency.

(d)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(a)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each school benefiting from this section, or the local educational agency serving that school, shall produce an annual report to parents, the general public, and the State educational agency, in easily understandable language, on student achievement that is a result of hiring additional highly qualified teachers and reducing class size.

(e) If a local educational agency uses funds made available under this section for professional development activities, the agency shall ensure for the equitable participation of private nonprofit elementary and secondary schools in such activities. Section 6402 of the Elementary and Secondary Education Act of 1965 shall not apply to other activities under this section.

(f) ADMINISTRATIVE EXPENSES. - A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative costs.

(g)REQUEST FOR FUNDS.- Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's programs to reduce class size by hiring additional highly qualified teachers.

This title may be cited as the "Department of Education Appropriations Act, 1999".

APPENDIX C
CLASS SIZE REDUCTION PROGRAM SURVEY

Council of the Great City Schools

"Class-Size Reduction" Program Survey

The following questions regard the funds your district received from the "Class-Size Reduction" program for the 1999-2000 School Year.

School District:_____ Phone: _____

Name of Person Responding: _____ Fax: _____

Note: Please provide projected or approximate numbers if actual amounts are not yet known.

1. Actual amount of district's "Class-Size Reduction" program (CSR) grant award: _____

2. Amount of CSR funds district has spent on recruiting costs: **Total:** _____

Advertising: _____

Travel to interview prospective teachers: _____

Hiring bonuses: _____

Hiring packages (paying for college tuition, moving expenses, etc.): _____

Other (please list activities below): _____

_____

_____

3. Please complete the table below for the new teachers that your district has hired, or plans to hire, with CSR funds. "Area of Greatest Need" represents the critical subject or shortage areas in your district (i.e. mathematics, special education, etc.).

New Teachers	*Number of New Teachers*	*Total Salary and Benefits*	*Area of Greatest Need*
Fully-certified			
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			
Emergency			
Grade One			
Grade Two			
Grade Three			
Other (Grades _____)			

4. Amount of CSR funds district has spent on:

Testing new teachers for academic content knowledge: _____

Testing new teachers to meet State certificate requirements: _____

Feel free to contact Manish Naik at (202) 393-2427 with any questions.

5a. Amount of CSR funds district has spent on professional development:

New teachers: _____

Current Teachers: _____

5b. Please provide the **number** of current and new teachers who have received, or are planning to receive, professional development with CSR funds.

Grade Level	*# of New Teachers*	*# of Current Teachers*
Grade One		
Grade Two		
Grade Three		
Other (Grades_____)		
TOTAL		

6. Please list the CSR-related professional development activities for teachers in your district. Also indicate with an "x" whether the participants were new or current teachers (or both), and the total amount of CSR funds spent on each activity.

Activity	*Current Teacher*	*New Teacher*	*Total Cost*

7. How would your district spend a 15% increase in the annual CSR allocation funds if they became available to you for the 2000-2001 School Year?

_____

_____

_____

8. Which of your reform efforts aimed at turning around the lowest-performing schools will the federal CSR funds supplement?

_____

_____

_____

_____

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Feel free to contact Manish Naik at (202) 393-2427 with any questions.